

## **POSITIVE BEHAVIOR SUPPORT (PBS) LOCAL IMPROVEMENT GRANT (LIG) INFORMATION and APPLICATION FORMAT 2004-05**

### **Option 1: Initial PBS Local Improvement Grant (LIG)**

#### **What is an Initial PBS Local Improvement Grant?**

Local Improvement Grants (LIGs) are designed to improve student achievement through specific, ongoing teacher professional development. LIGs are funded through the State Improvement Grant (SIG) for the purpose of improving academic achievement of students with disabilities. However, districts receiving these grants may focus their improvement efforts on all students in the targeted school(s). Fifteen Initial LIGs will be funded to provide team training and coaches training in topics related to PBS. LIG funding will support teacher professional development activities from June 2004 to January 31, 2005.

#### **Who should apply for an Initial Positive Behavior Support (PBS) LIG?**

An Initial PBS LIG is for districts that meet one of these criteria:

1. They have **not** had previous PBS LIG funding.
2. They have had previous PBS LIG funding and now want funding to support a different building team to attend PBS training.
3. They have had previous PBS LIG funding and now want funding to support different people from a building to attend PBS training.

Only districts that are willing to commit district resources and assign a PBS coach should apply. Districts that want to adopt research-validated practices and systems along a continuum of behavior support (leadership, school-wide, non-classroom, classroom and individual) through training of in-district coaches should apply for an Initial PBS LIG. Districts desiring to change their system to improve behavior interventions for all students, including students with disabilities, can apply for funds to support staff professional development. All districts in the state are eligible for this award. An individual building, a set of buildings or an entire district may apply for LIG funding. The district commitment to assign at least one district PBS coach applies regardless of the number of buildings that apply for Initial PBS LIG funding.

At the end of the initial PBS LIG, the expected results are:

- Implementation of universal school-wide practices to support all students
- Systems designed to support staff to implement a continuum of behavioral support for all students
- PBS team has processes in place to sustain the school's PBS efforts
- One in-district coach trained to facilitate, expand, and sustain implementation of PBS efforts over time and past grant-funded years
- An action plan for ongoing, sustained implementation of PBS
- Reductions in office referrals, suspensions, and expulsions that result in increased learning time in the classroom are realized

## **What will our school get if we are funded for an Initial PBS LIG?**

Initial PBS LIGs will receive funding to support professional development activities from June 2004 until January 31, 2005. LIG recipients will receive funds to support travel expenses, substitutes, and materials to support participation in the required professional development. In addition, the PBS coach will have enrollment fees waived to receive up to a total of 9 MU Direct Continuing Education Units (CEUs). University of Missouri graduate credit will be available at the expense of the coach or district. After January 31, 2005, districts will have a PBS team that has an action plan to guide continued implementation of PBS and a knowledgeable district coach equipped to support and sustain building level PBS efforts and to increase district capacity to sustain PBS over time.

Professional development activities will include team training and district PBS coach training. *PBS teams* must participate in the PBS Institute coordinated by the Missouri Regional Professional Development Centers. The PBS Institute includes 4 days of training involving 2 days in June 2004, 1 day in fall 2004, and 1 day in January 2005. LIG recipients must send a **four-person team that must include an administrator and the district assigned PBS coach. All team members, including the administrator, must attend the Institute in its entirety. Failure to do so will terminate grant funding.** The Institute provides an overview of school-wide systems of PBS, social skills instruction for targeted groups of students with at-risk behavior and specialized supports for individual students with behavior challenges. Data decision-making, systems for building a durable system of support for staff, and the PBS team process will be addressed. The agenda will include time for teams to develop an action plan.

Each *PBS district coach* will participate in **all** activities including:

- Four days of the RPDC PBS Institute as part of their PBS team (as described above)
- MU Direct Online PBS Course L410, Seminar: Reducing and Preventing Disruptive Behavior In Schools, Positive Behavior Support in summer 2004 for up to 4.5 CEUs (University of Missouri credit will be available at the expense of the coach or district)
- MU Direct Online PBS Principles of Behavior in fall 2004 for up to 4.5 CEUs (University of Missouri credit will be available at the expense of the coach or district)
- One day of Coaches Training in Columbia to follow-up the MU Direct Online PBS Courses (fall 2004)
- Two days of Advanced PBS Training in Columbia (one day in fall 2004 and one day in January 2005)

**Tentative Dates for the Four Day RPDC PBS Institute are as follows:**

Rolla:

June 2-3, 2004

September 29, 2004

January 12, 2005

St. Louis:

June 16-17

During the week of September 27 – October 1, 2004

January 11, 12, or 13, 2005

Warrensburg:

June 29-30, 2004

September 21, 2004

January 25, 2005

**Special Note:** The PBS Initial LIG will fund ONLY a four-person team to attend the PBS Institute and Advanced Training. Additional team members may attend at district expense and may be charged an additional registration fee.

### **Who would be a good candidate for the district assigned PBS coach?**

The purpose of having each LIG district assign a PBS coach is to increase capacity for in-district technical support for school wide PBS, PBS team problem solving, the science of behavioral analysis and functional behavior assessment, and function based support for students with challenging behavior to sustain the district's PBS Initiative past the grant funding period. The role of the coach will be to:

- Build the capacity of the PBS team and building staff
- Develop competence and fluency in PBS systems and processes
- Engage in regular communications with implementation staff/teams
- Provide technical assistance to implementers
- Provide regular and frequent acknowledgements (positive reinforcement for implementers)
- Visit implementation sites on a regular a basis (monthly/quarterly)
- Review progress
- Support action plan implementation efforts
- Prompt initiation and completion of upcoming implementation actions and activities

Coaches must have interest in learning more about PBS and access to computer equipment necessary to participate in online courses through the University of Missouri. Coaches must have flexibility in their current district position to leave their building to attend PBS professional development activities and assist building level PBS teams within the district. Districts might consider assistant principals, special educators, curriculum specialists, school psychologists, and behavior facilitators to be assigned the district PBS coach.

### **What will the district's obligations be if awarded a PBS LIG?**

- The district must commit to assign at least one district PBS coach who will provide technical assistance to individual building teams and support district

efforts to implant, expand, and sustain systems of PBS over time and past grant-funded years. The coach must be released to participate in all the coach training activities described earlier.

- LIG recipients must respond to listserv email requests such as submitting registration forms for the RPDC PBS Institute, PBS Advanced Training, and MU online courses.
- LIG recipients must send a **four person team** to the PBS Institute that **must include an administrator and the district assigned PBS coach. All team members, including the administrator, must attend the Institute in its entirety. Failure to do so will terminate grant funding.**
- LIG recipients must submit evaluation information to DESE, the Center for Innovations in Education (CISE), or any other entity requesting it under DESE's authority. Evaluation data may include enrollment, office referral, in school suspensions, out of school suspensions, reports, and accounts of your team's success and struggles, and other data. **Failure to do so will terminate grant funding.**

### **What should our PBS LIG application include?**

Your PBS LIG application must be **limited to 15 total pages** and must include information based on this outline:

- I. Cover Page: District Information
  - a. District Name
  - b. County-District Code
  - c. Building Name (if applicable)
  - d. Contact Name
  - e. Contact Address
  - f. Contact Voice Phone Number
  - g. Contact Fax Number
  - h. Contact E-mail Address
  - i. Contact Summer Address
  - j. Contact Summer Voice Phone
  - k. Contact Summer Fax Number
  - l. Contact Summer E-mail Address
  - m. District has/has not received a LIG grant for PBS previously
  - n. This application is for Positive Behavior Support
- II. Statement of Need
  - a. Write a narrative establishing a need for staff training in PBS and how the project's training is linked to the district's improvement efforts, as outlined in its CSIP and building-specific improvement plans.
  - b. Complete the table below, providing baseline data for the building(s) requesting funding.

Year	Number of Students	Total Office Discipline	Total In School Suspensions for	Total Out of School

	Enrolled	Referrals for Year	Year	Suspensions for Year
2002-03				
2001-02				

Use these definitions to complete the table above:

1. Number of students Enrolled: Using the total number of students enrolled in the school(s) requesting LIG funds on **December 1, 2003**.
2. Total Office Discipline Referrals for Year: Provide the number of times/incidents students received the consequence that resulted in student spending time in the office, discipline room or other nonacademic setting away from scheduled activities/classes.
3. Total In School Suspensions for Year: Provide the number of times/incidents students received the consequence that resulted in student spending a period of time away from scheduled activities/classes during the school day.
4. Total Out of School Suspensions for Year: Provide the number of times/incidents students received the consequence that resulted in student spending a 1-3 day period when student was not allowed on campus.
- c. Identify the building(s) that will participate in the grant and the number of teachers and students (general education and special education) that will receive direct or indirect benefit from grant activities.
- d. Indicate the number of teachers for whom the activities will be a required component of their professional development plan and the number of teachers who may volunteer to participate.

### III. Implementation goals

- a. Provide a short narrative describing the intended/anticipated outcomes resulting from participation in professional development in PBS. Base goals on historic and current data.
- b. Complete the following table to present a timeline of activities toward meeting project outcomes.

Outcome 1:		
Activity(ies)	Timeline(s)	Evaluation Method(s)
Outcome 2:		
Activity(ies)	Timeline(s)	Evaluation Method(s)

- c. Identify the district position that will be assigned PBS coach.

### IV. How will you disseminate your results?

- a. Describe plans and methods for disseminating the products, strategies, or results of the project to a variety of stakeholder audiences.

### V. How will you sustain these activities?

- a. Describe how the project will be sustained beyond the grant-funded period.
  - b. Describe how the district will commit to the PBS coach position in years after PBS LIG funding.
- VI. What assurances must we agree to?
- a. Each application must state the district agrees to comply with certain Assurances. Type the assurance statements and have the Superintendent or Authorized Representative sign. DESE does not have regulations specifying who may be an Authorized Representative, as this is a local policy. Assurances:
    - 1. The District agrees to participate in any state-level evaluation needs that are required by the Department of Elementary and Secondary Education for the State Improvement Grant. Efforts will be made to use locally collected evaluation data to satisfy the requirement.
    - 2. The District agrees to provide evaluation data regarding grant activities as requested by the Division of Special Education.
    - 3. The District agrees to assign one district employee as a PBS coach in an effort to sustain the district's PBS Initiative over a period of time.
    - 4. The District agrees to include one administrator on the four-person team and that administrator will attend the Institute and Advanced Training in its entirety.
- VII. Budget and Justification
- a. Complete the following table to provide a **break down** of budget items that clearly identify how the LIG and district funds will be used. The budget must be reasonable, cost-effective, and directly support the planned activities for teachers' professional development. Examples of district contributions include funding for more teams to attend training, tuition for coach to receive credit for coach courses, purchase resources, and additional substitute days for in-district PBS team meetings. Project budgets must be within the **maximum limit of \$4,000**.

- b. **Justify LIG budget amounts with a detailed description of expenses.**

Budget Subcomponents	Total Costs	LIG	District Contribution
Substitutes			
Travel to Attend Institute (mileage for one car, 2 hotel rooms for team), Advanced Training and Coaches Training for 1 Coach			
Materials, Travel for Additional Team(s)			

Other (please specify)			
TOTAL BUDGET			

**When does the application need to be received? Where do I send it?**

All applications must be received by **May 10, 2004** to be considered. Send **two copies** of each application to the attention of:

John Bamberg  
Supervisor, Effective Practices  
DESE, Division of Special Education  
PO Box 480  
Jefferson City, MO 65101

Any questions should be directed to John Bamberg at 573-526-0298. Applications should be no more than 15 double spaced pages. Successful districts will be notified by **May 18, 2004.**

**Where can we get more information about PBS?**

There are a number of resources on the World Wide Web that provide information about PBS. Check out:

- ✓ [www.pbis.org](http://www.pbis.org) for the Office of Special Education Project Center for Positive Behavior Intervention and Support, University of Oregon
- ✓ Center for Innovations in Education, [www.cise.missouri.edu](http://www.cise.missouri.edu)
- ✓ Columbia Public Schools, Parkade Elementary  
[www.columbia.k12.mo.us/schools/elementaryschools/parkade](http://www.columbia.k12.mo.us/schools/elementaryschools/parkade)
- ✓ [www.geocities.com/pbsmissouri](http://www.geocities.com/pbsmissouri)